

Stress Management among Secondary School Students in Malappuram District of Kerala

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ABSTRACT

Stress has become a global phenomenon that every individual experience in certain stages of their life. No one cannot lead a happy and successful life without experiencing stress, but stress can be managed to a certain extent by using stress management techniques. **Objectives:** 1. To study the level of stress management of secondary school students. 2. To study stress management among secondary students in relation to their gender, type of family and place of residence. **Hypothesis:** 1. Secondary school students vary in their level of stress management. 2. There is no significant difference in stress management of secondary school students in relation to their gender, type of family, and place of residence. **Method of study:** Descriptive survey method was used. The sample consists of 385 secondary school students from Malappuram district of Kerala which were selected through random sampling technique. Stress Management Scale constructed by investigator herself was used for the purpose of data collection. **Result:** 1. Percentage analysis shows that 34.80 % of secondary school students fall under the category of high-stress management. 2. Results of t-test show that there exists a significant difference in stress management of secondary school students in relation to their gender however there is no significant difference in relation to their type of family and place of residence.

Keywords: Stress, Stress Management, Secondary School Students

Stress is the common phenomenon that everyone experiences in their life irrespective of age, gender, place and time. Anything that disturbs the physical, biological, or psychological balance of an individual is termed as stress. Stress arises from internal as well as external sources. Some of the sources of stress among secondary school students are pressure, frustration, conflicts, changes in daily life, delayed satisfaction of a need, expectations of the parents, family and society, changing roles in the society and family, developmental changes during adolescence, mood swings etc. Stress produces numerous symptoms which varies according to the individual, situation and source of stress and the symptoms vary from the decline in physical health to depression as well. All the stress is not bad. Stress helps the individual to deal with challenging situations. The effects of stress depend on how the individual handle the stressful situation and how the individual reacts to a stressful situation. Stress directly affects the health and well-being of the individual.

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Therefore, in order to maintain good health, individual should learn to channelize their stress in a creative and useful manner. Stress management or ability to manage stress plays an important role in maintaining health and well-being. Stress management involves a wide variety of tools and techniques to manage the chronic stress that negatively affects the mind and body of the individual. According to Shelley. E. Taylor (2006), Stress Management is “a programme for dealing with stress in which people learn how they appraise stressful events, develop skills for coping with stress, and practice putting these skills into effect”. Stress management plays an important role to maintain a high-quality life. Some of the methods to deal with the stress effectively are: identify the sources of stress, avoid unnecessary stress, alter the situation, accept the things that cannot be changed, think positively, deep breathing and relaxation techniques, humour and laugh, exercise, healthy diet, time with family and friends, prayer, time management, develop your own hobbies.

Sathiya Vathi. D and Malathi. V. A (2018) conducted a study on academic stress among higher secondary school students in Coimbatore district. The aim of the study was to analyze the academic stress among higher secondary school students in relation to gender, locality, type of management and type of family. The sample consists of 200 higher secondary school from Coimbatore educational district of Tamil Nadu. Investigator adopted academic stress scale by R. Balaji Rao (2012) for the purpose of data collection. The results of the study show that there is no significant difference in academic achievement of higher secondary school students in relation to their gender, locality, type of management and type of family. **Sonali Channawar. (2018)** conducted a comparative study of stress among adolescent of government and private school students of Raipur. The aim of the study was to find out the stress among adolescents in relation to their gender and type of schools. The sample consists of 1200 higher secondary school students of class XII from Raipur district affiliated to Chhattisgarh State Board of Education. Stress Inventory by M. Singh was used for the collection of data. The study shows that there is no significant difference in stress among adolescents in relation to gender and type of schools. **Antony Prabakar. A. (2018)** conducted a study of examination stress and academic achievement towards science among higher secondary school students in Kanchipuram district. The aim of the study was to find out the examination stress of higher secondary school students in relation to type of management and age. Sample of the study consists of 150 higher secondary school students of class XI from different schools of Chennai. Examination Stress Scale by K. Saraladevi was used for data collection and the marks of the third midterm were used as academic achievement. The study reveals that there is no significant difference in the academic achievement of higher secondary school students in relation to type of management and age. **Bijender Singh and Pratibha Sagar (2017)** conducted a study of academic stress among higher secondary school students. The aim of the study was to find out the level of academic stress of higher secondary school students and to find out the difference in academic stress in relation to gender and locale of the school. The sample consists of 180 students from ten schools of Bareilly district affiliated to UP board. Academic stress scale constructed by the investigator was used for collecting data. The study reveals that there exists a significant difference in academic stress of male and female secondary school students and there is no significant difference in academic stress of secondary school students in relation to locale of the schools. Male students have more academic stress than their female counterparts. **P. Suresh Prabu. (2015)** conducted a study on academic stress among higher secondary students. The aim of the study was to find out the difference in the academic stress of higher secondary school students in relation to gender, locality, management and parent's education. Sample of the study consists of 250 higher secondary school students of XI standard from Namakkal district of Tamil Nadu. Academic Stress Scale constructed by R. Balaji Rao (2012)

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was used for data collection. The study reveals that there is no significant difference in the academic stress of higher secondary school students in relation to gender, locality, management and parent's education. **N. Santhosh Kumar, S. Sujatha and Jahira Parveen. (2011)** conducted an analysis of stress among higher secondary school students (with special reference to rural schools). The study aimed to find out the level of stress among school students. The sample consists of 100 students (75 boys and 25 girls) from one government and one private school of Guduvancherry in Chengalpattu taluk. The study reveals that the average stress level among boys is 76.48% and that of girls is 85.53%.

Objectives

The objectives of the study are:

1. To study the level of stress management among secondary school students.
2. To compare the level of stress management among male and female secondary school students.
3. To study stress management among secondary school students in relation to gender.
4. To study stress management among secondary school students in relation to type of family.
5. To study stress management among secondary school students in relation to place of residence.

Hypotheses

Based on the objectives, following hypotheses were framed for the study.

H₁ Secondary school students vary in their level of stress management.

H₂ Male and female secondary school students vary in their level of stress management.

H₀₁ There exists no difference in stress management among Secondary school students in relation to gender.

H₀₂ There exists no difference in stress management among Secondary school students in relation to type of family.

H₀₃ There exists no difference in stress management among Secondary school students in relation to place of residence.

METHODOLOGY

The methodology of the study is described in the following section.

Population

The population consisted of all the secondary students enrolled in schools in Malappuram district of Kerala during the session 2017- 2018

Sample

The sample consisted of 385 (196 male and 189 female) secondary school students studying in class IX from different schools of Malappuram district of Kerala. Descriptive survey was used to conduct the study.

Tools used for the present study

A self-constructed stress management scale was used for the purpose of data collection. The tool consists of 40 items under five dimensions – Avoid Stressor, Social Support/Engagement, Stress Tolerance, Adapt to the Stressor and Adopt a Healthy Lifestyle. The reliability of the tool was established by Cronbach Alpha which was found to be .866 and content validity was established.

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Data Analysis and Interpretation

The Data obtained were analysed and interpreted in the following section.

I Levels of Stress Management among Secondary School Students

Objective 1: The first objective of the study was related to the study of level of stress management among secondary school students. In order to verify this objective, hypothesis **H₁** was framed.

H₁: Secondary school students vary in their level of stress management.

In order to achieve **H₁**, the raw score obtained by the secondary school students over stress management scale were calculated and results were shown in table 1.

Table 1: Level of stress management among secondary school students.

Score	Interpretation	No. of Students	Percentage of Students
156 and above	Very High Stress Management	32	8.31%
145 – 155	High Stress Management	117	30.38%
127 – 144	Low Stress Management	134	34.05%
126 and below	Very Low Stress Management	102	26.49%

Interpretation: The table shows that out of 385 secondary school students, only 8.31% falls under the category of very high stress management, 30.38% falls under the category of high stress management. 34.05% have low stress management while 26.49% have very low stress management. The table reveals that the majority of secondary school students falls under the category of low stress management.

In order to get a clear idea of percentage-wise distribution of secondary school students on stress management, it represented in the form of bar diagram, in figure 1.

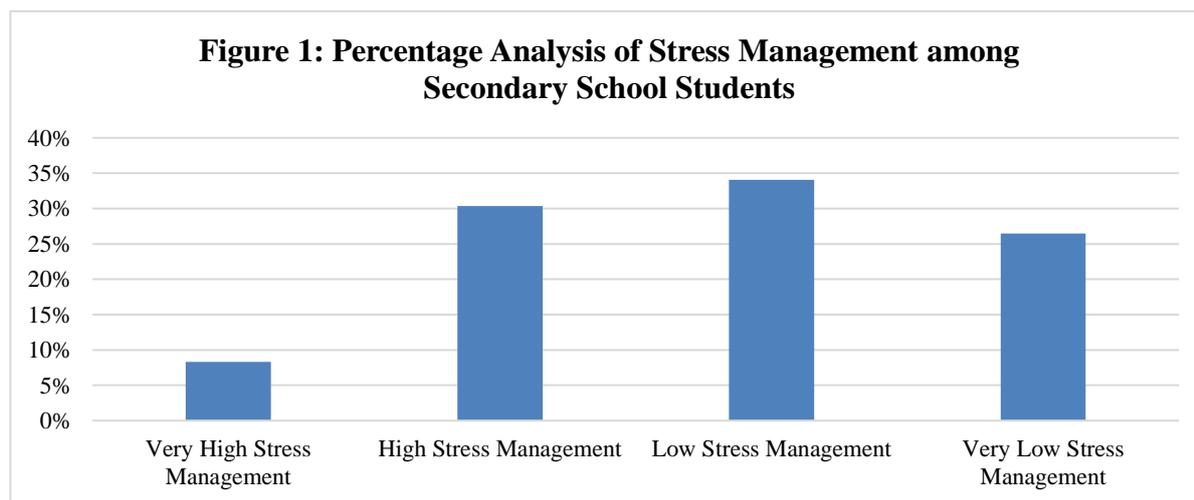


Figure 1: Percentage Analysis of Stress Management among Secondary School Students

II Levels of Stress Management among Male and Female Secondary School Students

Objective 2: The second objective of the study was related to the study of level of stress management among male and female secondary school students. In order to verify this objective, hypothesis **H₂** was framed.

H₂: Male and female secondary school students vary in their level of stress management.

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In order to achieve H_2 , the raw score obtained by the male and female secondary school students over stress management scale were calculated and results were shown in table 2.

Table 2: Level of stress management among male and female secondary school students.

Score	Interpretation	No. of Students		Percentage of Students	
		Male	Female	Male	Female
156 and above	Very High Stress Management	19	13	9.69%	6.87%
145 – 155	High Stress Management	68	49	34.69%	25.92%
127 – 144	Low Stress Management	74	60	37.75%	31.74%
126 and below	Very Low Stress Management	35	67	17.85%	35.44%

Interpretation: In case of the total male sample, it was found that 9.69% of students were in the category of very high stress management, 34.69% of students in high stress management followed by 37.75% in low stress management and remaining 17.85% were in very low stress management. However, in regard to total female sample, very low stress management was reported among 35.44% students, 31.74% were under the category of low stress management and 25.92% showed high stress management followed by 6.87% exhibited very high stress management. The table also reveals that majority of boys falls under the category of low stress management while majority of girls falls under the category of very low stress management. In order to get clear idea of percentage-wise distribution of male and female secondary school students on stress management, it represented in the form of bar diagram, in figure 2.

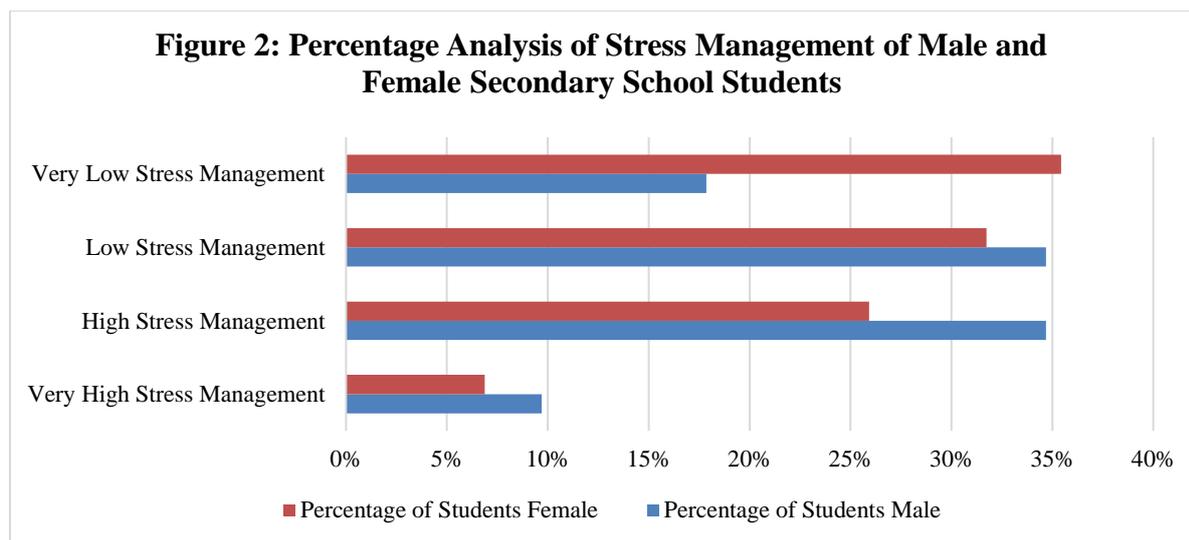


Figure 2: Percentage Analysis of Stress Management of Male and Female Secondary School Students

III Stress Management among Secondary School Students in relation to Gender

Objective 3: The objective 3 of the study was to study stress management among secondary school students in relation to gender. In order to verify this objective null hypothesis, H_{01} was framed.

H_{01} : There exists no difference in stress management among Secondary school students in relation to gender.

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In order to verify the hypothesis **H₀₁**, t-test has been used. The significance of the difference between means for stress management with respect to gender is represented in table 3.

Table 3: t-test comparison of Stress Management of Secondary School Students in relation to gender.

Gender	N	Mean	S. D	DF	t-value
Male	196	144.38	14.622	383	4.103*
Female	189	150.48	14.536		

*Significant at .01 level

Interpretation: The mean scores of stress management among male and female secondary school students are 144.38 and 150.48 and S. D are 14.622 and 14.536 respectively. The calculated t-value (4.103) is greater the tabulated t-value (1.96 and 2.58 at 0.05 and 0.01 level respectively) which shows that there exists a significant difference in stress management among male and female secondary school students. Therefore, the null hypothesis is rejected. Further, the mean value of stress management shows that female students have more stress management than their male counterparts.

IV Stress Management among Secondary School Students in relation to Type of Family

Objective 4: The objective 4 of the study was to study stress management among secondary school students in relation to type of family. In order to verify this objective null hypothesis, **H₀₂** was framed.

H₀₂: There exists no difference in stress management among Secondary school students in relation to type of family.

In order to verify the hypothesis **H₀₂**, t-test has been used. The significance of difference between means for stress management in relation to type of family is represented in table 4.

Table 4: t-test comparison of Stress Management of Secondary School Students in relation to type of family.

Type of Family	N	Mean	S. D	DF	t-value
Unitary	220	148.49	14.171	383	1.694 ^{N.S}
Joint	165	145.90	15.692		

^{N.S} Insignificant

Interpretation: The mean value of stress management among secondary school students of the unitary and joint family were 148.49 and 145.90 and their S. D were 14.171 and 15.692 respectively. The calculated t-value (1.694) is less than the tabulated t-value (1.96 and 2.58 at 0.05 and 0.01 level respectively) which shows that there is no significant difference in the frustration tolerance among secondary school students of joint and unitary family and therefore, the null hypothesis is accepted. The mean value of stress management shows that the secondary school students of unitary family have high stress management than the secondary school students of joint family.

V Stress Management among Secondary School Students in relation to Place of Residence

Objective 5: The objective 5 of the study was to study stress management among secondary school students in relation to place of residence. In order to verify this objective null hypothesis, **H₀₃** was framed.

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H₀₃: There exists no difference in stress management among Secondary school students in relation to place of residence.

In order to verify the hypothesis **H₀₃**, t-test has been used. The significance of difference between means for stress management in relation to place of residence is represented in table 5.

Table 5: t-test comparison of Stress Management of Secondary School Students in relation to place of residence.

Place of Residence	N	Mean	S.D	DF	t-value
Rural	186	146.45	13.757	383	1.187 ^{N.S}
Urban	199	148.25	15.839		

^{N.S} Insignificant

Interpretation: The mean scores of stress management among rural and urban secondary school students are 146.45 and 148.25 and S. D are 13.757 and 15.839 respectively. The calculated t-value (1.187) is less than the tabulated t-value (1.96 and 2.58 at 0.05 and 0.01 level respectively) which shows that there is no significant difference in stress management among rural and urban secondary school students. Therefore, the null hypothesis is accepted. But the mean value of stress management shows that urban secondary school students have more stress management than their rural counterparts.

CONCLUSIONS

From the present study following conclusions are arrived:

1. Majority of the secondary school students, that is, 34.05% falls under the category of low stress management.
2. Male and female secondary school students differ in their stress management ability.
3. Female Secondary school students have high stress management ability than their male counterparts.
4. No significant difference was found in stress management ability of secondary school students in relation to type of family.
5. No significant difference was found in stress management ability of secondary school students in relation to place of residence

Educational Implications

The study was conducted to understand the level of stress management and its variation among secondary school students in relation to their gender, type of family and place of residence. The study shows that the secondary school students have the ability to manage their stress and there is a significant difference in stress management among secondary school students in relation to gender but there is no significant difference in stress management among secondary school students in relation to type of family and place of residence. Female students have more stress management ability than their male counterparts. In order, the increase the stress management ability among the student's proper guidance and counseling should be given. The curricular and co-curricular activities should be planned in such a way that will help the students to increase the stress management ability. The teachers should adopt students friendly teaching-learning methods that will motivate the students to achieve more. The teachers should help the students to equip them with necessary social and emotional skills in order to deal with stress, frustration and tensions. The moral and spiritual development of the students should be given due importance along with the intellectual development for all-round development of personality among the students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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